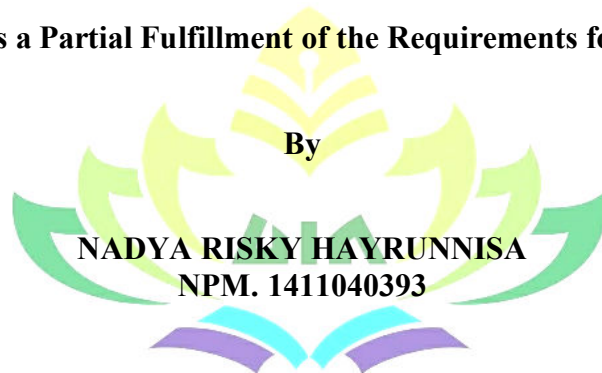


**STUDENTS' GRAMMATICAL ERRORS IN USING SIMPLE PRESENT  
TENSE IN ANALYTICAL EXPOSITION TEXT AT THE FIRST  
SEMESTER OF THE ELEVENTH GRADE OF SMA NEGERI 4  
BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**



**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S1-Degree**



**By**

**NADYA RISKY HAYRUNNISA  
NPM. 1411040393**

**Study Program : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF  
RADEN INTAN LAMPUNG  
2019**

**STUDENTS' GRAMMATICAL ERRORS IN USING SIMPLE PRESENT  
TENSE IN ANALYTICAL EXPOSITION TEXT AT THE FIRST  
SEMESTER OF THE ELEVENTH GRADE OF SMA NEGERI 4  
BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S1-Degree**

**By**

**NADYA RISKY HAYRUNNISA  
NPM. 1411040393**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF  
RADEN INTAN LAMPUNG  
2019**

## **ABSTRACT**

### **STUDENTS' GRAMMATICAL ERRORS IN USING SIMPLE PRESENT TENSE IN ANALYTICAL EXPOSITION TEXT AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMA NEGERI 4 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**

**By**

**NADYA RISKY HAYRUNNISA**

The research was conducted based on the phenomena that happened in the school. Grammar is one of important composition in English. The students at the eleventh grade of SMA N 4 Bandar Lampung still made grammatical errors especially in simple present tense. The objectives of this research are to find out the errors done by students in using simple present tense, and to know the proportion of errors made by students at the eleventh grade of SMA N 4 Bandar Lampung in Academic Year 2018/2019.

The research methodology used descriptive qualitative. The data were taken from students' writing task. The population of this research was all the sentences in using simple present tense made by students at the eleventh grade of SMA N 4 Bandar Lampung that consist 183 students. The sample of this research was 138 sentences containing errors in using simple present tense based on Linguistic Category Taxonomy. In this case, the researcher identified and described the errors based on Linguistic Category Taxonomy. After that, the researcher calculated the proportion by using percentage formula and found the causes of students to make error.

The result of the research showed that there are five types of errors in using simple present tense made by students based on Linguistic Category Taxonomy. They are Noun Phrase Error, Verb Phrase Error, Verb-and-Verb Construction Error, Word Order Error and Some Transformations Error. The proportion of errors was 49 items of Noun Phrase Error (35.51%), 49 items of Verb Phrase Error (35.51%), 15 items of Verb-and-Verb Construction Error (10.87%), 12 items of Word Order Error (8.7%), and 13 items Some Transformations Error (9.41%). Furthermore, the researcher found Noun Phrase Error and Verb Phrase Error were the highest error made by the students.

The result of the analysis of the cause showed that the cause of the most widely performed is *Performance Error* with percentage 96.77%. The second cause is *Overgeneralization* with percentage 87.09%. The third cause is *Markers of transitional competence* with percentage 80.64%. The forth cause is *Teacher-induced error* with percentage 67.75%. The fifth cause is *Strategy of communication and assimilation* with percentage 64.51%. And the last is *Interference* with percentage 25.80%.

**Keyword:** *Error Analysis, Grammar, Simple Present Tense*





## DECLARATION

I hereby declare that this mini thesis entitled “Students’ Grammatical Errors in Using Simple Present Tense in Analytical Exposition Text at the First Semester of the Eleventh Grade of SMA N 4 Bandar Lampung in the Academic Year 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text

Bandar Lampung, Februari 2019

Declared by,



**NADYA RISKY HAYRUNNISA**  
**NPM. 1411040393**

## **DEDICATION**

This thesis is dedicated to

1. My beloved parents who always pray me for my success and support me in finishing my thesis
2. My beloved younger sisters, Dinda Uqnul Amalia and Ananda Dinny Nurhalifah
3. My beloved lecturers and almamater UIN Raden Intan Lampung



## MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

So do not weaken and do not grieve, and you will be superior if you are [true] believers.<sup>1</sup>



---

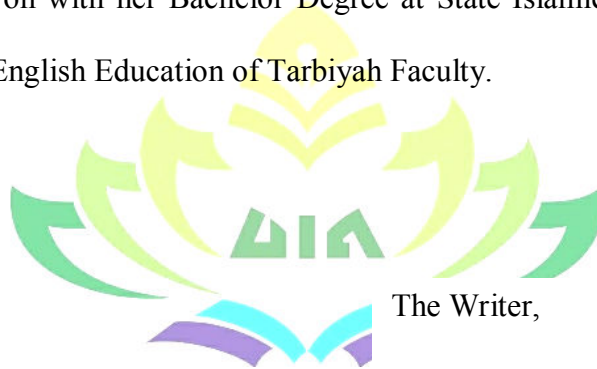
<sup>1</sup> “Surah Al-imran (On-line), available n “<http://quran.com/3/139>”

## **CURRICULUM VITAE**

Nadya Risky Hayrunnisa was born on 29<sup>th</sup> of September 1996 in Atambua. She lives on Basuki Rahmat Street, Pengajaran, Teluk Betung Utara, Bandar Lampung. She is the first child of three children of a couple Sartono, S.H. and Ramlah.

Her study was started at SD N 1 Pengajaran in 2002 and finished it in 2008. Then, continued her study to Junior High School at SMP N 3 Bandar Lampung and finished in 2011. After graduating her Junior High School, she got on with her study at SMA N 4 Bandar Lampung and graduated in 2014.

In 2014, she went on with her Bachelor Degree at State Islamic University Raden Intan Lampung in English Education of Tarbiyah Faculty.



**NADYA RISKY HAYRUNNISA**  
**NPM. 1411040393**

## ACKNOWLEDGMENT

First of all, Praise to Allah S.W.T. the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “Students’ Grammatical Errors in Using Verb Phrases in Expository Text at the Eleventh Grade of SMA N 4 Bandar Lampung in the Academic Year 208/2019” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1- degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teaching Training Faculty, UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd as the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Dr. M. Muhassin, M.hum, the first advisor for his guidance help and countless time given to the researcher to finish this final project.

4. M. Ridho Kholid, M.Pd, the second advisor who has spent countless hours correcting this final project for its betterment.
5. Umar Singgih, S.Pd., M.M I as the principal of SMA N 4 Bandar Lampung and all the teachers and staff who have helped the researcher in collecting data.
6. All the students at the Eleventh Grade of SMA N 4 Bandar Lampung in the Academic Year 2018/2019 that gave nice participation during the learning process in conducting this research.
7. All lecturers of English Department of UIN Raden Intan Lampung, who have taught the researcher since the first year of her study.
7. All friends of the English Department of UIN Raden Intan Lampung, especially my beloved friends in B class. Then, all of my best friends who always give suggestion and spirit in framework of writing this research.

Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, Februari 2019  
The Writer,

**Nadya Risky Hayrunnisa**

## LIST OF TABLES

1. Time Signal.....	35
2. Generic Structure of Analytical Exposition Text .....	38
3. Example of Analytical Exposition Text .....	39
4. The total number of the students at the eleventh grade of SMA Negeri 4 Bandar Lampung in the academic year of 2018/2019 .....	43
5. The Proportion of Students' Errors in Using Simple Present Tense in Analytical Exposition Text.....	65
6. The Proportion of Students' Answers Based on the Questionnaire.....	66
7. The Proportion of the Causes of the Students' Error Based on the Questionnaire...	68



## CHAPTER I

### INTRODUCTION

#### A. Background of Study

The limits of my language signify the limits of my world.<sup>2</sup> It is a piece of words from Schulte that reveals if a person has no other language to communicate he will have a narrow world in the sense of not being able to extend his knowledge. Language is concerned with cognitive abilities and the human mind conceptualizes the world.

Language is nothing but symbolism.<sup>3</sup> There are symbols to convey meaning in language. Humans use language to communicate with each other. Talking, shouting, whispering, lying, swearing, telling jokes or tales are example of communication in human language. Brown, the president of International TESOL from 1980 to 1981, states that language is a system of arbitrary conventionalized vocal, written or gesture symbol that enable members of a given community to communicate intelligibly with others.<sup>4</sup> In other words language is an instrument which can be expressed not only through verbal or oral communication but also through non-verbal communication; written form and physical movement.

---

<sup>2</sup> Joachim Schulte, *Wiigenstein : An Introduction Suny Series In Philosophy*, (State University of New York Press, 1992), p.63

<sup>3</sup> Emile Beneveniste, *Problems in General Linguistics*, (University of Miami Press, 1971), p.73

<sup>4</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (Englewood Cliffs: Addition Wesley Longman, Inc, 2000), p.5



People who are experiencing extremely disorganized thinking can be difficult to communicate with. They will not hear what you say the same way other people world. Sometimes writing down information helps.<sup>5</sup> So, writing is helping us when we are hard to say what we want. It can be a tool to get and give information.

There are some people who say that writing is difficult too. One of reasons is writing needs a special skill to string words to be understood by the reader. King argues that if you want to be a writer, you must do two things above all others: read a lot and write a lot.<sup>6</sup> It shows that to be writer, you have to read a lot, such as books, articles, newspaper, magazine etc. So, you can write well.

In the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned almost by the students in every level of education. English text are divide into 8 types. They are narrative, recount, report, review, historical recount, procedural recount, analytical exposition, and discussion.<sup>7</sup> Here the researcher only used writing analytical exposition text to be analyzed.

Actually, writing needs well knowledge and hard thinking when the students produce words, sentences, paragraph at the same time with good English

---

<sup>5</sup> Mark R. Wills, *Dealing with Difficult People in the Library*, (Chicago and London: ALA Editions of the American Library Association, 1999), p.34

<sup>6</sup> Stephen King, *On Writing : A Memoir of the Craft*, (New York, Simon and Schuster, 1999), p. 145

<sup>7</sup> Kate Grenville, *Writing From Start to Finish: A Six-Step Guide*, (Australia: Griffin Press, 2001), p.194

grammatical. English grammar is more complicated than Indonesian grammar. Some mistakes are made when the students do not understand well about the English grammar. Many of the students commonly make grammar mistakes in their learning especially in writing. But, sometimes the teacher does not aware about students' mistakes. Then the students make their mistakes repeatedly because they do not have the correction and it is what we have called as error.

James opines that, if the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake.<sup>8</sup> The commissioner of the Big Eight Conference from 1980 through 1996 also opines that, if, on the other hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that is an error.<sup>9</sup>

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Many aspects that can cause the learners of English as a foreign language make errors and sometimes mother tongue interference also became one of the caused.

In any situation where the second language actually has to be used outside the classroom in real situations, inevitably the learner finds himself having to cope with circumstances which the school syllabus has not covered or for which he

---

<sup>8</sup> Carl James, *Errors in Language Learning and Use; Exploring Error Analysis*, (London and Newyork: Addison Wesley Longman Limited, 1998), p.78

<sup>9</sup> *Ibid*

may not have the linguistic resources available. Looking at such language samples, it is often not possible to say whether a particular error is attributable to a strategy of communication, or to a strategy of assimilation, that is, an identifiable approach by the learner to the material being learned.<sup>10</sup>

According to the explanation above, it is important by the teacher to give error analysis in students writing. Error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.<sup>11</sup> James argues that Error Analysis is the process of determination the incidence, nature, causes, and consequences of unsuccessful language.<sup>12</sup>

Based on the preliminary research that the researcher did in SMA N 4 Bandar Lampung on 2<sup>nd</sup> of August 2018, the researcher gained some data from students' writing about cars and accidents, the importance of library, or social media in analytical exposition text using simple present tense and conducted some interviews with the teacher and students. The researcher found that the motivation of the students to learn English was still low. Besides, they were not active and did not pay attention to the material in learning teaching process. The

---

<sup>10</sup> Jack Richard, *Error Analysis and Second Language Strategies*, (Canada : Department of Linguistics University Laval, 1971), p. 19

<sup>11</sup> Sunardi Hasyim, *Error Analysis in the Teaching of English*, (Surabaya: Petra Christian University, 2002), p.

<sup>12</sup> Carl James, *Op.Cit.* p.1

researcher found that the writing skill of the students was still low. When the teacher asked them to write about cars and accidents, the importance of library or social media in analytical exposition text. The researcher found that the students had got difficulties in grammatical in their writings. They were still confused about the grammar.

The researcher found grammatical errors as follows:

1. Most teens now **has** smart phones.
2. The seat belt only one of the ways to reduce the risk of car accidents.
3. It **cause** an injury to the head.

As the phenomena that the researcher found in the preliminary research, there were some errors which students made in their sentences. In the first number (1) it should be **have**. Because, the subject is plural noun. For the second number, in the sentence should use *to be* after the subject. It became **The seat belt is only one of the ways to reduce the risk of car accident**. The last number, **cause** should be **causes**. Because, the subject is **It**.

The correct sentences:

1. Most teens now **have** smart phones.
2. The seat belt **is** only one of the ways to reduce the risk of car accidents.
3. It **causes** an injury to the head.

Based on the explanation above, the researcher was interested to analyze the errors of using simple present tense in analytical exposition text. The researcher would like to analyze the errors in analytical exposition text in SMA N 4 Bandar Lampung.

To prove originally of this research, the researcher presented some previous researches that deal especially with descriptive text analysis. The first previous was done by Ahmad Bustomi in *An Error Analysis On Students' Descriptive Writing (A Case Study on Student of Harapan Jaya Senior High School at Cipondoh, Tangerang*. This study analyzed students' difficulties in descriptive writing and found out type of errors the students often do in writing descriptive composition and the causes of those errors.<sup>13</sup>

The second research had been done by Puspa Dewi in *Improving Students' Ability to Write Analytical Exposition Text Using Youtube's Video*, Surakarta: Sebelas Maret University, 2012. She found that the students get the ways to improve their writing.<sup>14</sup>

Another research was conducted by Laela Hayati Rohmah in *An Error Analysis of Using Simple Present Tense in Descriptive Written by The Tenth Grade Students of MAN 1 Surakarta Academic Year 2015/2016*. Based on this

---

<sup>13</sup>Ahmad Bustomi, *An Error Analysis On Students' Descriptive Writing: (A Case Study on Student of Harapan Jaya Senior High School at Cipondoh, Tangerang*, (Jakarta: State Islamic University Syarif Hidayatullah, 2009)

<sup>14</sup>Puspa Dewi, *Improving Students' Ability to Write Analytical Exposition Text Using Youtube's Video*, (Surakarta: Sebelas Maret University, 2012)

research, the researcher focused on errors in using simple present tense in descriptive written.<sup>15</sup>

Overall, this research was different from those researches above. The previous studied focus on error analysis in descriptive and analytical exposition text. But in this study, the researcher focused on error analysis in analytical exposition text. In this case, the researcher analyzed the students' grammatical errors in analytical exposition text with the paper entitled **“Students’ Grammatical Errors in Using Simple Present Tense in Analytical Exposition Text at The First Semester of The Eleventh Grade of SMA Negeri 4 Bandar Lampung in The Academic Year 2018/2019”**.

## **B. Identification of the problem**

Based on the background above there were many problems that arise and they can be identified as follows:

1. The lack of students' grammatical knowledge was the big problem.
2. Simple present tense was difficult to be mastered for the students.
3. Many students made errors in the form and usage of simple present tense.

## **C. Limitation of the problem**

---

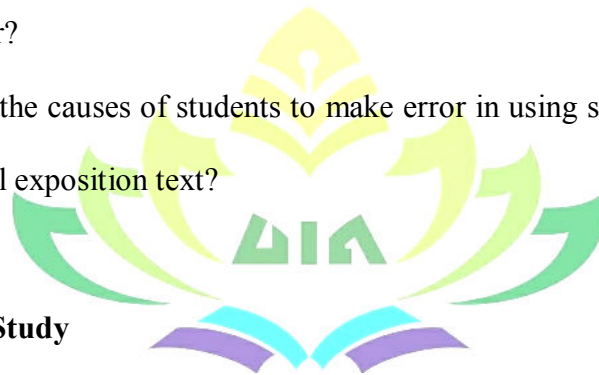
<sup>15</sup>Laela Hayati Rohmah, *An Error Analysis of Using Simple Present Tense in Descriptive Written by The Tenth Grade Students of MAN 1 Surakarta Academis Year 2015/2016*, (Surakarta: The State Islamic Institue of Surakarta, 2017

To make the research paper clearly understood by the readers, the researcher would like to limit the problem on the types of syntax error in Using Simple Present Tense in Analytical Exposition Text at the Eleventh Grade in SMA N 4 Bandar Lampung.

#### **D. Formulation of the problem**

Based on the limitation above, the formulation of the problem were

1. What types of errors did the students make of simple present tense in analytical exposition text based on syntax error?
2. What were the most common errors in using simple present tense based on syntax error?
3. What were the causes of students to make error in using simple present tense in analytical exposition text?



#### **E. Objectives of Study**

The objective in this study was one of the important things in order the study reached the target what the researcher hoped.

1. To find out the kinds of errors made by the students in using simple present tense in analytical exposition text.
2. To discover the most errors of simple present tense in analytical exposition text made by students of SMA N 4 Bandar Lampung

3. To find the causes why the students made errors in their writing analytical exposition text.

## **F. Use of Research**

The researcher expected the result of the research could be used:

1. Theoretical benefit
  - a. The research can be useful to other researcher who wanted to conduct a research that was related of grammar in using simple present tense.
  - b. For students, it can be an input to improve their knowledge of English, and it can be used to encourage students to be more cautious in using simple present tense.
  - c. For teachers, this study will provide of students' errors in using simple present tense. It will give better insight to the teachers to deal with errors in tenses, especially in using simple present tense.
2. Practical benefit
  - a. The finding of the research can be reference for English teacher to improve student's grammar usage in simple present tense using error analysis. It will provide feedbacks which can be used to adapt their teaching techniques.



## **G. Scope of Research**

The researcher had been divided the scope of the research into four parts, they are:

### **1. Subject of the Research**

Subject of the research was students' writing of the first semester of the eleventh grade students at SMAN 4 Bandar Lampung in 2018/2019 academic year.

### **2. Object of the Research**

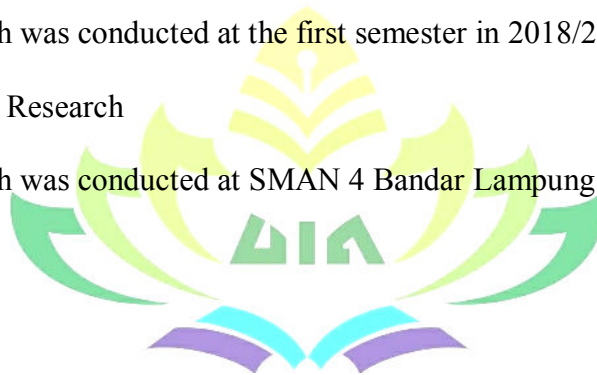
The object of the research was the errors in using simple present tense.

### **3. Time of the Research**

The research was conducted at the first semester in 2018/2019 academic year.

### **4. Place of the Research**

The research was conducted at SMAN 4 Bandar Lampung.



## CHAPTER II

### THEORITICAL FRAMEWORK

This chapter explains about the general concept of error and mistake, error analysis, tense, simple present tense, genre of text and analytical exposition. To review the theoretical background as the underpinning of the research problems, this section present relevant theories.

#### A. Concept of Error and Mistake

Error and mistake are different. Ellis states that mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows.<sup>16</sup> Brown, A mistake refers to a performance error that is either a random guess or a "slip," in that it is a failure to utilize a known system correctly.<sup>17</sup> In other words the learner knows the rules, but they make a slip when producing it.

An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.<sup>18</sup> Errors are reserved for the systematic deviations due to the learner's still developing knowledge of the second language rule system.<sup>19</sup> The definition of error above is called competence errors that

---

<sup>16</sup>Rod Ellis, *Second Language Acquisition*, (New York: Oxford University Press, 1997), p.17

<sup>17</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*. (New Jersey: Prentice-Hall Inc, 1980), p.226

<sup>18</sup> *Ibid*

<sup>19</sup> Heidi Dulay et.al, *Language Two*, (New York: Oxford University Press, 1982), p.139

errors due to lack knowledge of the target language. In other word, the error appears in the middle of the learning process when the learners have not the target language completely.

Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Teacher and mothers who have waged long and patient battles against their students' or children's language errors have come to realize that making errors is an inevitable part of learning.<sup>20</sup>

Sometimes we confuse to differentiate between error and mistake. If the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that it is an error.<sup>21</sup>

Mistakes can only be corrected by their agent if their deviance is pointed out to him or her. If a simple indication that there is some deviance is a sufficient prompt for self correction, then we have a first-order mistake. If additional information is needed, in the form of the exact location and some hint as to the nature of the deviance, then we have a second-order mistake.

---

<sup>20</sup> *Ibid*, p.138

<sup>21</sup> Carl James, *Errors in Language Learning and Use; Exploring Error Analysis*, (London and Newyork: Addison Wesley Longman Limited, 1998), p.78

Errors cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into intake by the learner. In other words, errors require further relevant learning to take place before they can be self-corrected.<sup>22</sup>

Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong' (Norrish)<sup>23</sup> It seems that the phrase 'systematic deviation' in these definitions is a key word which can be interpreted as the deviation which happens repeatedly. Further, it is necessary to differentiate between error and mistake. A mistake is also a deviation of the norms of the language but is not systematic. It means that the use of the norms of the language in sentences is sometimes true and sometimes wrong. Norrish says that a mistake is an inconsistent deviation that is sometimes the learner 'gets it right' but sometimes wrong.<sup>24</sup> Richards states that mistake is made by a learner when writing or speaking which is caused of lack of attention, fatigue, carelessness, or other aspects of performance.<sup>25</sup> From these two definitions, it can be concluded that a mistake is made by a learner because he does not apply the rule (s) that he actually knows, in other words, a mistake is a non systematic deviation from the norms of the language. Student can evaluate their own mistakes. Whereas, an

---

<sup>22</sup> *Ibid.* p.83

<sup>23</sup> J. Norrish, *Language Learning and their Errors*, (London: Macmillan Publisher Ltd, 1987), p.7

<sup>24</sup> *Ibid.* p.8 *et seq.*

<sup>25</sup> J.C. Richards, *Error Analysis*. (London: Longman, 1973), p.95

error is defined as resulting from a learner's lack grammatical knowledge. Students need special attention from the teacher in order to understand the second language correctly.

## **B. Concept of Error Analysis**

### **1. Definition of Error Analysis**

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Error analysis is the process of determination the incidence, nature, causes, and consequences of unsuccessful language.<sup>26</sup>

Richards states that, error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. A man who was awarded the honorary degree of *Doctor of Literature* by Victoria University in 2011 also states that, error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.<sup>27</sup>

Another concept of error analysis is given by Brown, he defines error analysis as the process to observe, analyze, and classify the deviations of the

---

<sup>26</sup> Carl James, *Op.Cit.* p.1

<sup>27</sup> J.C. Richards, *Op.Cit.*, p.96

rules of the second language and then to reveal the systems operated by learner.<sup>28</sup> It seems this concept is the same as the one proposed by Crystal i.e. Error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.<sup>29</sup>

The three definitions above clarify that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Another thing which should be noticed is the procedure of error analysis.

## 2. Causes of Error

Norrish classifies causes of error into three types; they are carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

- a. *Carelessness*. It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses

---

<sup>28</sup> H.D. Brown, *Op.Cit*, p.166

<sup>29</sup> D. Crystal, *The Cambridge Encyclopedia of Language*. (Cambridge: Cambridge University Press, 1987), p. 112

interest, perhaps the materials and/or style of presentation do not suit him.

- b. *First language*. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference”.
- c. *Translation*. It is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of error.<sup>30</sup>

Another expert who discusses the sources of error is Richards in Schumann and Stenson in his article “Error Analysis and Second language Strategies”. It classifies sources of errors into six points:

- a. *Interference*, that is an error resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language
- b. *Overgeneralization*, that is an error caused by extension of target language rules to areas where they do not apply

---

<sup>30</sup> *Ibid* .p.2 et seqq.

- c. *Performance error*, that is unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion
- d. *Markers of transitional competence*, that is an error that results from a natural and perhaps inevitable development sequence in the second language learning process (by analogy with first language acquisition)
- e. *Strategy of communication and assimilation* that is an error resulting from the attempt to communicate in the target language without having completely acquired the grammatical form necessary to do so
- f. *Teacher-induced error* that is an error resulting from pedagogical procedures contained in the text or employed by the teacher.<sup>31</sup>



### 3. Procedures of Error

In error analysis research, there are some procedures that suggested by the experts. Theo Van Els in Muhammad Saugi states that there are some procedures in error analysis, as follows<sup>32</sup>:

- a. Identification of Errors

---

<sup>31</sup> J.C. Richards, *Op.Cit.* p.32

<sup>32</sup> Muhammad Saugi, "An Analysis on Errors Made by Learners in Forming Irregular Plural Form", (Skripsi UIN SYarif Hidayatulloh, Jakarta, 2014), p.12



The first step in the process of error analysis is identification of errors. In this step, the teacher recognizes the students' error from the task given.

b. Description of Errors

The second step is description of errors which begins when the identification step is already taken. The description of the students' errors involves classification of sort of errors made by the students.

c. Explanation of Errors

The explanation of errors is the third step which attempts to account for how and why such errors can occur.

d. Evaluation of Errors

The fourth step in the process of error analysis is the evaluation where the teacher gives tasks or tests to prove such errors as the incorrect ones.

e. Preventing/Correction of Errors

The last step is the correction of errors in which the teacher or the examiner check the outcomes from the tasks or tests given to the students and thus to give correction for the errors.

The purpose of this research was to find kinds and proportions of errors made by the students, then the researcher only took three steps, those are identification of errors, description of errors, and preventing/correction of errors. The researcher had to decide the criteria of errors which will be corrected because some errors can be considered more serious than others. The

aim of it was to distinct which errors will be corrected so the learner which made an error, will not be stress of getting correction.

#### 4. Classification of Error Analysis

Error is flawed side of learner speech of writing, those part of composition that device from some selected noun of nature of language performance. Dulay classified errors into four, they are :

##### a. Linguistic Category Taxonomy

Dulay explains linguistic category taxonomy classify error according to either or both the language component include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component.<sup>33</sup>

##### b. Surface Strategy Taxonomy

The surface strategy taxonomy is classification system “based on the ways which the learner’s erroneous version is different from the presumed target version”. It highlights the ways the surface structures deviate.<sup>34</sup> For example, learners may omit necessary items of add unnecessary ones; they may misform items or disorder items. By using surface strategy taxonomy the error classification can give a clear

---

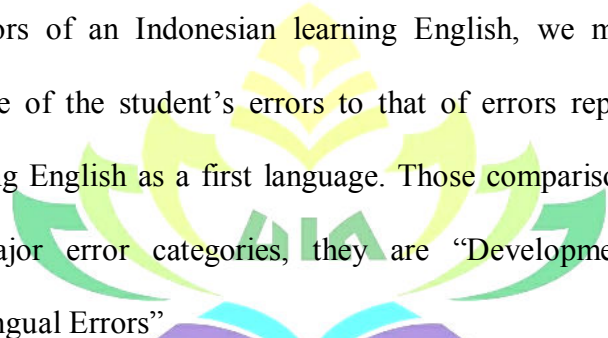
<sup>33</sup> Heidi Dulay et.al, *Op.Cit.* p.140

<sup>34</sup> *Ibid*

description about cognitive process that underlies the learner's reconstruction of the new language or language being learned. It also makes us aware that learners' errors result from their active way in using the interim principles to produce the target language. Under this category, errors can be classified into four types: omission, addition, misformation, and misordering.

c. Comparative Analysis Taxonomy

The classification of errors in comparative taxonomy is based on comparison between structures of second language errors and certain other types of construction.<sup>35</sup> If we use comparative taxonomy to classify the errors of an Indonesian learning English, we might compare the structure of the student's errors to that of errors reported for children acquiring English as a first language. Those comparisons have produced two major error categories, they are "Developmental Errors" and "Interlingual Errors"



d. Communicative Effect Taxonomy

This type taxonomy classifies errors based on "the perspective of their effect on the listener or reader". It deals much with distinguishing between errors that seem to cause miscommunication and those that do

---

<sup>35</sup> *Ibid*, p.163

not.<sup>36</sup> Research on this matter has shown that errors that reflect the overall organization of the sentence usually do not hinder communication. Based on this taxonomy, categorize errors into “Global Error” and “Local Error.”

Based on the statements above, the materials are suitable for the students have to be known by the teacher by having the input from those who involved in education field, because in teaching-learning process does not only involve both, but also the materials. If the students have many problems in learning process, it is teachers’ duty to help and guide them as someone who has the most roles in teaching-learning process.

In this research, the researcher uses linguistic category taxonomy to analyze the students’ errors, because it classifies errors based on the language component or the particular linguistic constituent the error affects. The linguistic category taxonomy is used by many researchers as a tool which organizes the errors they have collected. In other words, it becomes the scheme to categorize the errors found in the data.<sup>37</sup> In the component of linguistic category taxonomies, sentences of simple present tense are classified by syntax error. In classification of errors, the researcher will use

---

<sup>36</sup> *Ibid*, p.189

<sup>37</sup> *Ibid*, p.146

syntax error by Dulay's theory that consists of noun phrase, verb phrase, verb and verb construction, word order, and some transformations.

### C. Concept of Syntax Errors

Syntax is an arrangement of words in sentences, clauses, and phrases, and the study of the formation of sentences and the relationship of their component parts. Syntax errors are errors that affect text larger than the word, namely phrase, clause, sentence, and ultimate paragraph.<sup>38</sup>

According to Dulay et.al, syntax is one way ask whether the error is in the main or subordinate clause, and within a clause, which constituent is affected.<sup>39</sup>

Syntax errors based on linguistic category taxonomy are classified into five main categories: noun phrase, verb phrase, verb-and-verb construction, word order and some transformations. Each category is further classified into several types and subtypes

#### 1. Noun Phrase

Errors in Noun Phrase involve the use of determiners, number – singular and plural noun forms - , pronouns and prepositions.

##### a. Determiners

Errors in noun determiners are mostly the omission of indefinite article before a singular countable noun:

---

<sup>38</sup> Carl James, *Op.Cit.* p. 156

<sup>39</sup> Heidi Dulay et.al, *Op.Cit.* p.147

Error : ... using Chinese film ...

... in personal way ...

Correction : ... using *a* Chinese film ...

... in *a* personal way ...

The other cases are the omission of the definite article in the context where definiteness is required as seen in the following:

Error : ... related to language used ...

... most of differences ...

Correction : ... related to *the* language used ...

... most of the differences ...

While cases of addition occur when the definite article *the* is used in the context where it should not appear:

Error : ... in the chapter five ...

... the Littlewoods's opinion ...

Correction : ... in chapter five ...

... Littlewoods's opinion ...

Misformation occurs in the use of *others* and *another*. In one case *another* is used before a plural noun as it is seen in the construction “ ... another birds ...”, which can be improved by using *other* instead of *another*: “ ... other birds ...”. In another case *others* is used before a noun phrase, which has to be preceded by *other*, as it is found in “...any others foreign

language programs”. The correction would be “ ...any *other* foreign language programs ...” There is another type of errors in determiners, i.e. substitution, which relates to the use of *every*, *less* and *few* as seen in the following:

Error : Every children whether they can speak or not...

... less people ...

... only few characters ...

Correction : All children whether they can speak or not ...

... fewer people ...

... only a few characters ...

The noun determiner *every* agrees with a singular noun, however, as the context requires a plural noun, *all* is used instead of *every*. In the data “... less people ...”, *less* is used for uncountable noun, so it should be replaced by *fewer*, which is used before a plural countable noun. Likewise, *only* is followed by *a few* not *few*, thus, the construction “... only few people” is improved into “...only *a few* people ...”

#### b. Nominalization

Errors in nominalization are mostly occurring in the use of verb or other word into noun.

Error : ...by to cook it...

...his explain about...

Correction : ...by cooking it...  
...his explanation about...

c. Number

Errors in number mostly occur in the use of plural noun, the omission of the plural inflectional suffix {-es}

Error : ... one of the cigarette ...  
... two or more language ...  
... these scene are ...

Correction : ... one of the *cigarettes* ...  
... two or more *languages* ...  
... these *scenes* are ...

Another type of errors is related to the use of singular noun, i.e. the addition of the plural inflectional suffix in the context where a singular noun is required:

Error : ...a speech acts ...  
... another tables ...

Correction : ... a speech act ...  
... another table ...

The pedagogical process The pedagogical process which is normally acquired which is normally acquired by every children are different... by every *child* (is) different ... This type of errors occurs as a plural noun is



used after the determiners such as, *a*, *another*, *every* and *each*, which have to be followed by a singular noun.

d. Use of pronouns

Errors in pronouns fall into three subtypes: the omission of relative pronoun, substitution of relative pronouns and addition of pronoun subjects. In the first subtype, the relative pronoun functioning as subject in a relative clause is omitted as can be seen in the following:

Error : ...the types of cohesive devices are used...

It is a group of words consists of ...

Correction : ...the type of cohesive devices *which* are used...

It is a group of words which consists of...

The second type involves the substitution of relative pronoun where an incorrect relative pronoun is used instead of the intended one:

Error : ... among people, which involve formal relationships.

... a large group which members ...

Correction : among people, *who* (are involved in) formal relationships

... a large group *whose* members ...

The use of *which* in the construction "... among people, *which* involve formal relationships ..." is incorrect as it refers to a human referent, which requires the relative pronoun *who*. In "... a large group *which*

members...", *which* is used before a noun. In this context *whose* should be used instead of *which*. The third subtype of error occurs as an unnecessary pronoun has been used in a relative clause shown in the following:

Error	:	... bilingual community, which they use...
		... is an optional part of sentences which they follows
Correction	:	... bilingual community, which use
		... is an optional part of sentences which (follow)

Looking at the three subtypes of pronoun errors, it can be pointed out that all the errors are mostly related to the use of relative clauses, particularly in the use of relative pronouns, being deleted, added or substituted.

e. Use of prepositions

Errors in prepositions consist of three subtypes: Omission of prepositions, Addition of prepositions and Substitution. In the first subtype the preposition required in the context is not present:

Error	:	... respond the compliments ...
		... wait the man last words ...
Correction	:	... respond <i>to</i> the compliments ...
		... wait <i>for</i> the (man's) last words ...

In the second subtype, the unnecessary preposition is added to the context which does not require a preposition:

Error : ... influence to the compliment responses ...

... not all of people ...

Correction : .... influence the compliment responses ...

... not all people ...

The third subtype involves the use of incorrect prepositions, where an incorrect preposition is used to substitute for the intended one as shown in the following examples:

Error : ... focuses to the conversation ...

... the same with ...

Correction : ... focuses *on* the conversation...

... the same *as* ...

## 2. Verb Phrase

Errors in verb phrase mostly occur in the use of verb based on tenses.

### a. Omission of verb

Error : He in the water

He in the water

Correction : He falls in the water

He is in the water

### b. Agreement of subject and verb

Error : The dog walk down the street

All teacher grade papers

Correction : The dog walks down the street

All teachers grade papers

### 3. Verb-and-Verb Construction

Some verbs follow certain verb pattern, which is followed by to+V, or V. The errors that occur in the students' proposals involve the use of the verb *want*, which should be followed by to+V, and *make*, which should be followed by V:

Error : ... want every know ...

... makes the interviewee enjoys..

Correction : ... want everybody *to* know ...

... makes the interviewee enjoy..



### 4. Word Order

The arrangement of words in a phrase, clause, or sentence. The errors could be due to an inappropriate inversion.

Error : ... how will he approaches ...

... how will he analyzed ...

... final exam writing ...

Correction : ... how *he will* (approach) ...

... how *he will* (analyze) ...

... final *writing exam* ...

In the first two errors above, there is the misuse of subject verb inversion in the clause, while in the third example; there is a problem of the position of noun modifiers *final* and *writing*, which has to precede the noun head *exam*.

## 5. Some Transformations

Two types of errors in Transformations that occur are Negative Transformation and Passive Transformation

### a. Negative Transformation

The formation of negative transformation involves the use of auxiliaries *do/does* and auxiliary *be*, which give rise to the errors found in the following:

Error : ... people in Chine still not know ...

... imperative sentence not always an ordering

Correction : ... people in China still *do* not know ...

... imperative sentence *is* not always an ordering

The errors in the first two examples are errors of omission of the auxiliary *do* and *is* respectively, while the third example is the substitution of the auxiliary *does* by the auxiliary *is*.

b. Passive Transformation

Passive verb form requires the use of auxiliary *be* and past participle verb form. The errors found in the students' proposals can thus be divided into four subtypes: past participle incorrect, either the omission of past participle inflection {-ed2} or the misformation of the past participle verb form ; omission of the auxiliary *be*; both past participle incorrect and omission of the auxiliary *be*, and misformation of *be*, as seen in the following examples

Error	: ... which are promote ...
	... conversation that has been recording ...
	... notices usually put ...
	... types and function that use ...
Correction	: ... which are <i>promoted</i> ...
	... conversation that has been recorded ...
	... notices <i>are</i> usually put ...
	... types and function that <i>are used</i> ... <sup>40</sup>

---

<sup>40</sup> *Ibid*, p.148

#### D. Concept of Grammar

All languages have its own grammar. People who speak the same languages are able to communicate because they know the grammar system of that language. Because the use of the language is to communicate presuppose a grammar, it follows that all speakers and writers of a language must have a knowledge of its grammar. James E. Purpura states in his book *Assesing Grammar* that Grammar is defined as a systematic way accounting for a predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language.<sup>41</sup>

Harmer states that 'grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language'.<sup>42</sup> Grammar is concerned with analysis of the sentence which is described the rules how language sentences are formed.

From the statement above, we know that grammar is explicit. It does not only explain how the utterances are formed, but also provides a tool to generate some possible structures that have never been used before, which might be useful for people who prefer to use the language in a creative way so that they can

---

<sup>41</sup> James E. Purpura, *Assesing Grammar*, (United Kingdom: Cambridge University Press, 2004), p. 6

<sup>42</sup> Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition*, (London: Longman., 2001), p.12

communicate easily. It helps us to write new kind of sentences that are more effective and more persuasive.

English Grammar discusses a lot of aspects, such as tense, word order, conditional sentence, modal auxiliary, noun, preposition etc. one of the English grammar in which Indonesian students tend to make error is “tense”. Here the researcher will discuss about tense.

#### **E. Concept of Tense**

According to Bybee, in *Analyzing Grammar* book states that tense refers to the grammatical expression of the time of the situation described in the proposition, relative to some other time.<sup>43</sup> Tense is a grammatical category referring to the time of the situation; the tense is indicated by the form of the verb.<sup>44</sup>

Tense commonly refers to the time of the situation which relates to the situation of utterance or at the moment in speaking. For example, the commonest tenses found in languages are present, past and future: a situation described in the present tense is related as simultaneous with the moment of speaking (John is singing); the situation described in the past as related prior to the moment of the

---

<sup>43</sup> Paul R. Kroeger, *Analyzing Grammar An Introduction*, (Cambridge: Cambridge University Press, 2005), p. 148.

<sup>44</sup> Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar 2<sup>nd</sup> Ed*, (London: Pearson Education Limited, 2002), p. 55



speaking (John was singing); while the situation described in the future as relates subsequent to the moment of speaking (John will singing).

Since tense refers to the time of the situation which relates to the situation of the utterances, it can be described as ‘deictic’.<sup>45</sup> In other words, deictic refers to an interval or period of the time which contains the moment of utterance. It can be expressed by some words: yesterday, now and tomorrow. English verbs have only two simple tenses, the tenses called the simple present (e.g he writes) and the simple past (e.g he wrote).

The english tense that would be discussed is simple present tense.

## **F. Simple Present Tense**

### **1. Definition of Simple Present Tense**

Simple Present Tense is the most popular tense in using. According to Azar, simple present tense is generally used to express event or situations that exist, always, usually, habitually.<sup>46</sup> It means that if we will express situation that exist, always, usually, habitually we should using the simple present tense. The simple present tense is one of tenses which is we should master if we will make a descriptive paragraph.

According to Hewings, we use the present simple to describe things that are always true, or situation that exist now and, as far we know, will go on

---

<sup>45</sup> Bernard Comrie, *Aspect: An Introduction to the Study of Verbal Aspect Related Problem*, (Cambridge: Cambridge University Press, 1995), p. 2.

<sup>46</sup> Betty Schramper Azar, *Understanding and Using English Grammar*, (New Jersey: Prentice Hall, 2005), p.60

indefinitely. We use the present simple to talk about habits or things that happen on a regular basis. We often use the present simple with verbs that perform the action they describe.<sup>47</sup>

From the definitions above, it can be concluded the simple present tense is a tense used to describe habits, to express event or unchanging situations, general truths and fixed arrangements, and to give instructions or directions.

## 2. Function of Simple Present Tense

According to Riyanto, the function of simple present tense is used for:

- a) An action that happens all the time or habits.

Example:

- Rose always comes on time
- Hassan and I are classmates

- b) A thing that is true in general

Example:

- Ice is cold
- The sun rises in the east

- c) A schedule/time table or plan

Example:

- The bus arrives at 5:30 a.m

---

<sup>47</sup> Martin Hewings, *Advanced Grammar in Use: A Self-Study Reference and Practice Book for Advanced Learning of English with Answer*, (Jakarta: Erlangga, 2001), p.2

- The bank opens at 8:30 and closes at 4:00

d) A description and definition

Example:

- A doctor works in a hospital. He examines the sick people. He gives medicine too.<sup>48</sup>

### 3. Sentence Pattern of Simple Present Tense

a. Verbal Sentence

According to Suryadi verbal sentence is sentences that predicate a verb.

The function of the verbal sentences:

- 1) To express a general truth.
- 2) To express the activities

Formula:

a) Positive

**S + V1 (s / es) + O/C**

Example:

- He goes to school every day
- They bring my book
- Ita plays volley ball

---

<sup>48</sup> Slamet Riyanto, Leila N H and Emilia N H, *A Complete Grammar for TOEFL Preparation*, (Bandung: Pustaka Pelajar, 2009), p. 98

b) Negative

**S + do/does + not + V1 + O/C**

Example:

- Ita does not sit on the floor
- They do not listen to the radio

c) Interrogative

**Do / does + S + V1 + O/C**

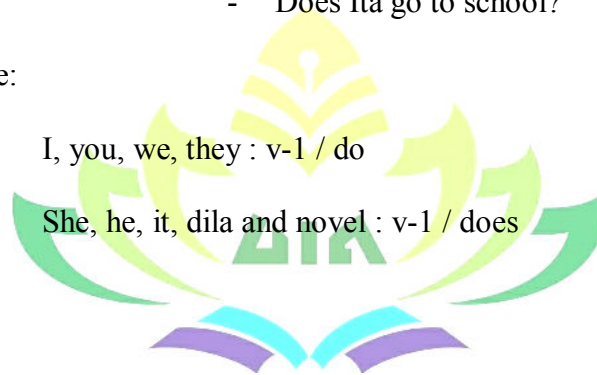
Example:

- Does she eat rice?
- Do you lend them a book?
- Does Ita go to school?

Note:

I, you, we, they : v-1 / do

She, he, it, dila and novel : v-1 / does



b. Nominal Sentence

Nominal sentence is sentences that predicate a non verb.

The function of the nominal sentence :

- 1) To express an action that happens all the time or habits

Formula:

a) Positive

**S + to be (is,am,are) + C**

Example:

- It is calendar
- You are happy
- He is in the class

b) Negative

**S + to be (is, am, are) + not + C**

Example:

- You are not farmer
- That is not good picture
- I am not sick

c) Interrogative

**To be (is, am, are) + S + C**

Example:

- Is he present today?
- Are you afraid now?

Note:

Consist of complement :

Adjective : happy, good, sad, ....

Noun : student, driver, .... Adverb : here, in the office, ...

Pronoun : mine, hers, yours, ....

c. Time Signal

**Table 1**

**Time Signal**

Used with Expression of Frequency		Used with Adverbs of Frequency	
In the morning	Once a week	Always	sometime
In the Evening	Once a month	Generally	usually
In the Afternoon	Once a year	Often	never
Every day	Twice a day	Regularly	nowadays
Every week	Twice a week	Seldom	frequently
Every month	Twice a month	Steadily	ever
Every year	Twice a year	Here	There <sup>49</sup>

<sup>49</sup> Suryadi and Junaida, *Complete English Grammar*, (Yogyakarta: Pustaka Belajar, 2011), p.

## G. Concept of Genre Text

Pardiyono states that genre is the text type that functions as frame reference that a text can construct effectively, effective purpose and construction of text element also diction.<sup>50</sup>

Genre is a text type that has function, stage, goal and social process. So every genre has different purpose, generic structure and language features. The text theory may differ from one theory to another. Based on Grenville, English text are divide into 8 types. They are narrative, recount, report, review, historical recount, procedural recount, analytical exposition, and discussion.<sup>51</sup>

Genre is a text type that has function, stage, goal and social process. So every genre has different purpose, generic structure and language features.

## H. Concept of Analytical Exposition Text

### 1. Definition of Analytical Exposition Text

Mali-Jali says that the social function or the purposes of the analytical exposition is to argue and give reasons for particular point of view of an

---

<sup>50</sup> Laela Hayati Rohmah, *An Error Analysis of Using Simple Present Tense in Descriptive Written by The Tenth Grade Students of MAN 1 Surakarta Academis Year 2015/2016*, (Surakarta: The State Islamic Institue of Surakarta, 2017) p. 12

<sup>51</sup> Kate Grenville, *Writing From Start to Finish: A Six-Step Guide*, (Australia: Griffin Press, 2001), p.194

issue.<sup>52</sup> In analytical exposition text, the purpose is to persuade your audience to look at an issue with your perspective.

Based on Hendri Agus, an analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion, stronger, the speaker or writer gives some arguments as the fundamental reasons why something is in the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. analytical expositions are popular among scholars, academic community and educated people.<sup>53</sup> From the ideas above, it is clear that an analytical exposition is not only a common reading text but it also needs the reader to analyze and interpret the text, because of the writer gives an opinion about their point of view.

## 2. Generic Structure of Analytical Exposition Text

It usually has three components:

**Table 2**

### **Generic Structure of Analytical Exposition Text**

---

<sup>52</sup> Jali Nomfundo Mali, *A Gendre-Based Approach to Writing Across the Curriculum in Isixhosa in The Cape Peninsula Schools*. Avalaible at <http://etd.sun.ac.za/bitstream/10019/673/1.Mali-Jali.%20N.pdf>. Retrieved August 19<sup>th</sup> 2018

<sup>53</sup> Hendri Agus, *Analytical Exposition Text*, \_\_\_\_\_



<b>Classification</b>	<b>Explanation</b>
Thesis	Introduces the topic and shows speaker or writer's position; Outlines of arguments are presented.
Arguments	It consists about Point and Elaboration Point states the main argument and elaboration develops and supports each point of argument.
Conclusion	Reiteration (restatement), restates speaker or writer's position. <sup>54</sup>

### 3. Language Features of Analytical Exposition Text

- a. An analytical exposition focuses on generic human and non human participants.
- b. It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example : realize, feel etc.
- c. It uses emotive and evaluative words.
- d. It often needs material processes. It is used to state what happens, e.g. ...has polluted... etc.
- e. It usually uses Simple Present Tense and Present Perfect Tense.
- f. Enumeration is sometimes necessary to show the list of given arguments: firstly, secondly ..., finally, etc.<sup>55</sup>

---

<sup>54</sup> *Ibid*

#### 4. Example of Analytical Exposition Text

**Table 3**

<b>Text Organization</b>	<b>Banning of Motorbikes is Necessary in Housing Areas</b>
Thesis	Motorbikes are a nuisance and a cause for great distress.  Even though motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases, and accidents.
Argument 1	First of all, I would like to point out that motoebikes are a major contributor to the pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous for the environment. Consequently, long-term emission of gas from motorbikes is a major contributor of global warming.
Argument 2	Secondly, according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer, and are a major

	trigger of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people.
Argument 3	Furthermore, motorbikes create so much noise. There is “vroom vroom” noise everywhere. It is extremely difficult to sleep. Parents with infants find it extremely challenging. The moment their babies fall asleep, one or another motorbike passes by and the baby wakes up. It is also arduous for children to concentrate on their homework. Experts are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in children and adults.
Conclusion	In conclusion, from the arguments above, I strongly believe that motorbikes should be banned from housing areas. <sup>56</sup>

---

<sup>56</sup>Mahrukh Bashir, *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), p.50 *etseq*

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The term research can mean any sort of careful, systematic, patient study and investigation in some field of knowledge.<sup>57</sup> A research design is set up to decide on, among other issues, how to collect further data, analyze and interpret them, and finally, to provide an answer to the problem.<sup>58</sup> This study was conducted in a descriptive study by using qualitative approach. James B. Schreiber and Kimberly Asner-Self states that qualitative researchers tend to study in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring them.<sup>59</sup> In addition Rallis and Rossman, qualitative research is systematic, it is not formulaic, and so there is no requirement that researchers follow a set of prescribed research steps.<sup>60</sup> This design was used because the data of the study was in the form of words in written language rather numbers, taken in natural setting, and explained descriptively.

This research was conducted to investigate the students' grammatical errors in using simple present tense in writing analytical exposition text. The researcher

---

<sup>57</sup> Jack R. Fraenkel, *How to Design and evaluate Research in Education*, (New York: McGraw-Hill, 2009), p.7

<sup>58</sup> Uma Sekaran, *Research Methods for Business: A Skill Building Approach 4<sup>th</sup> Ed*, (the Unites States of America: John Wiley and Sons, Inc, 2003), p.29

<sup>59</sup> James B. Schreiber and Kimberly Asner-Self, *Educational Research* (USA: John Wiley & Sons, 2011), p.10

<sup>60</sup> Juanita Heigham and Robert A. Croker, *Qualitative Research in Applied Linguistics*, (Great Britain: Palgrave Macmillan, 2009), p.5

observed the errors made by students, then identified and classified the errors based on syntax error.

## **B. Data and Data Source**

### **1. Data**

The term data referred to rough materials the researcher collects from the world she is studying. They are the particulars that form the basis of analysis. The data included material from the people doing the study actively; record, such as interview, transcripts, and participant observation field notes. The data also include what others have created and the researcher finds, such as diaries, photographs, official document, and newspaper articles.<sup>61</sup> The data which were collected in this study are qualitative data.

Qualitative data are collected in the form of words or pictures rather than numbers.<sup>62</sup> In this research the data were the information from English teacher and students. The data that the researcher got in this research were in the form of: students' questionnaire, students' task that contained errors found in analytical exposition text composed by the XI MIA 3 of SMA N 4 Bandar Lampung in academic year of 2018/2019 and some supported

---

<sup>61</sup> Robert C. Bogdan and Sari Knopp Biklen, *Qualitative Research for Education: An Introduction to Theory and Methods* 5<sup>th</sup> Ed, (New York: Pearson A&B, 2007), p.117

<sup>62</sup> Jack R. Fraenkel, *How to Design and evaluate Research in Education*, (New York: McGraw-Hill, 2009), p.423

documents from the English teacher, in form of lesson plan, syllabus, and pictures.

## 2. Data Source

Seidman argues that having multiple sources of data is one of the intrinsic characteristics of qualitative research.<sup>63</sup> Information or data could be divided into two, based on the sources of data or where the information or data came from. They were primary data and secondary data.

### a. Primary data

Primary data refer to information obtained firsthand by the researcher on the variables of interest for the specific purpose of the study.<sup>64</sup> In this research, the primary data were collected from all the result of the analytical exposition text made by 183 students that consisted of six classes of the eleventh grade of SMA N 4 Bandar Lampung and the result of questionnaire of the students about the causes of the students make error. For more detail, see the table:

---

<sup>63</sup> Irving Seidman, *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences 3rd Ed*, (Amsterdam Avenue: Teachers College Press, 2006), p.5  
*etseq*

<sup>64</sup> Uma Sekaran, *Op.Cit*, p.219

**Table 4**  
**The Total Number of the Students at the Eleventh Grade of SMA**  
**Negeri 4 Bandar Lampung in the Academic Year of 2018/2019**

No	Class	Number of Students
1	XI MIA 1	31
2	XI MIA 2	30
3	XI MIA 3	30
4.	XI IIS 1	31
5.	XI IIS 2	30
6.	XI IIS 3	31
<b>Total</b>		<b>183</b>

*Source: The Data of Documentation at The Eleventh Grade of SMA N 4 Bandar Lampung in the Academic Year 2018/2019.*

b. Secondary data

Secondary data refer to information gathered from sources already existing.<sup>65</sup> These data were captured from some books, document reference, such as material and syllabus. Based on the explanation of data sources in this research were books, paper, lesson plan and material that are used by the teacher of SMA Negeri 4 Bandar Lampung.

**C. Population and Sample**

Population is the whole subject of the research. Population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested.<sup>66</sup> The population of this research was all

---

<sup>65</sup> *Ibid*

<sup>66</sup> James B. Schreiber and Kimberly Asner-Self, *Op.Cit.* p.83

sentences in using simple present tense made by students. There were 210 populations. A sample was a portion of population that had been chosen because of some reasons or some characteristics that made them become sample. This was emphasized by Schreiber that the sample of participants of the study is part of population, and all possess some characteristics that make them members of the sample of group.<sup>67</sup> In this research, all the sentences that contained errors in using simple present tense were a sample. There were 138 samples.

This research used purposive sampling technique. Purposive sampling technique is technique of taking data source with certain consideration.<sup>68</sup> The researcher will take one class of the eleventh grade of SMA N 4 Bandar Lampung as the sample of this research, it was appropriate with purposes sampling technique is based on specific purposes. The researcher chose 11 MIA 3, because this class had more errors than other classes.

#### **D. Data Collecting Technique**

Data collecting technique is the first main step in the research, because the main purpose of the research is to get data.<sup>69</sup> In this data collecting technique, the researcher used field research method. It was data collecting directly to the field by getting students' written text from the teacher and conducting questionnaires.

---

<sup>67</sup> *Ibid*, p.10

<sup>68</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2015), p.300

<sup>69</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2005), p.52



For getting the data, the researcher would use questionnaire, documentation and Interview.

### 1. Questionnaire

According to Sugiyono, questionnaire is a data collecting technique that is carried out by giving a set of questions or written statements to respondents to be answered.<sup>70</sup> The way to obtain the data of this research was by filling out the questionnaire provided by the researcher. With the use of this questionnaire, it can collect a number of relevant information. In this research, the researcher used a closed question. Closed question limit the respondent to the set of alternatives being offered.<sup>71</sup> Because closed question helped the respondents to answer quickly, and also made it easier for the researcher in analyzing the data and tabulating the results of all questionnaire which was collected. In this research also used Guttman scale, it is the scale used to obtain clear, firm and consistent answer. This research used “yes” and “no” to find out the factors that cause students’ make error.

### 2. Documentation

In case of documentation Bogdan states that in most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual who describes his or her

---

<sup>70</sup> Sugiyono, *Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2005), p. 142

<sup>71</sup> William Foddy, *Constructing Questions for Interviews and Questionnaires*, (Cambridge: Cambridge University Press, 1993), p.127

own actions, experience and belief.<sup>72</sup> The researcher would use document analysis as a technique the data. It was the students' writing in analytical exposition. Then the researcher analyzed the students written analytical exposition text based on syntax error in linguistic category taxonomy.

### 3. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about particular topic.<sup>73</sup> Interviewing is an important way for a researcher to check the accuracy of-to verify or refute the impressions he or she has gained through observation.<sup>74</sup> The interview is a form of data collection in which questions were asked orally and subjects' responses were recorded, either verbatim or summarized. According to Suharsimi, there are three kinds of interview, namely:

#### a. Unstructured interview

Interview is a conversational type of interview in which the questions arise from the situations. The interview is not planned in detail a head.

#### b. Structured interview

Interview was scheduled for the specific purpose of getting certain information from the subjects. The questions are prepared.

---

<sup>72</sup> Sugiyono, *Op.Cit*, p.329

<sup>73</sup> Ibid, p.317

<sup>74</sup> Jack R. Fraenkel, *Op.Cit*, p.445

c. Semi structured interview

Interview did in the chosen interest area, and questions are formulated but the interviewer may modify the formal question during the interview process.<sup>75</sup>

Based on the ideas above, this research uses semi structured interview. The application of this technique in interview is to create relaxed and flexible situation to gain the information about the causes of students' grammatical error in writing analytical exposition text in using simple present tense. By using interview guide the interview was conducted with English teachers who teach favorite class. For collecting the data from interview, the researcher used procedure as follows:

- 1) The researcher prepared the concept of questions that would be asked to the selected English teachers. The researcher also prepared recorder to record informants' answers.
- 2) The researcher asked and talked in a friendly way according to the concept of question that had been prepared based on the interview guide.
- 3) The researcher recorded interviewees' answers.

The researcher wrote interview transcript based on the results of recording.

---

<sup>75</sup> Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendektan Praktik*, (Jakarta: Rineka Cipta, 2006) p.438

## **E. Research Procedure**

In conducting the research, the researcher used procedures as follows:

1. Formulating the research problems and determining the focus of the research.

The focus was an error of the students' ability in using simple present tense in writing analytical exposition text.

2. Determining the way to gain the data.

It was taken based on document analysis.

3. Determining the research subject

The subject in this research was the students of the first semester of the eleventh grade of SMA Negeri 4 Bandar Lampung.

4. Taking the document

The researcher took the document based on the students' tasks.

5. Identifying and classifying the data

The researcher identified and classified the students' errors in using simple present tense in writing analytical exposition text based on linguistic category taxonomy.

6. Making report findings

After gaining the data, the researcher made the report of the researcher's finding.

## F. Data Analysis

Ellis in Tarigan states that there are five steps to analyze the data which contains students' errors. It consists of collecting the data, identifying the errors, classifying, explaining, and evaluating.<sup>76</sup> While Sugiyono states that data analysis is the process of systematically searching and arranging in the interview scripts, fields notes, and other material that you accumulate to increase your own standing of them to enable you to present what you discovered with others.<sup>77</sup>

Data analysis was conducted to create understanding of the data and enable the researcher to present the result of this research to the readers. According to MsCharty, to analyze the data containing the students' errors, the steps of data analysis were follows:

1. Collecting the data from the students' task.

To get the data that needed, writing task was given to the students with the instruction to make a text about analytical exposition text contained simple present tense.

2. Identifying the data of students' error

To find the error, each of subjects made a text in analytical exposition text especially contained simple present tense. The code was used to give a sign to the sentences that containing error (underline mark).

---

<sup>76</sup> Hendri Guntur Tarigan and Djago Tarigan, *Pengajaran Analysis Kesalahan Berbahasa*, (Bandung: Angkasa, 2011)

<sup>77</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), p.306

### 3. Classifying the students' error

After identifying the data, the errors were classified into kinds of errors based on linguistic category taxonomy.

### 4. Calculating the percentage

Then, afterwards classifying the data, the errors were calculated the percentage of each error type. To get the percentage of each type, the following formula was used:

$$P = \frac{F}{N} \times 100 \%$$

Notes:

P: Percentage

F: Frequency of error's occurrence

N: Number of total errors.<sup>78</sup>



---

<sup>78</sup> Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p.43

## CHAPTER IV

### RESULT AND DISCUSSIONS

#### A. Syntax Error

According to Dulay et.al, syntax is one way asks whether the error is in the main or subordinate clause, and within a clause, which constituent is affected.<sup>79</sup>

Syntax errors based on linguistic category taxonomy are classified into five main categories:

##### 1. Noun Phrase

Almost all students made errors in using structure of noun phrase in their sentences. In this case, there were 5 types of noun phrase errors made by the students. They were:

###### a. Determiners

Many students still found difficulty in placing determiners. Errors in noun determiners are mostly the omission of the definite or indefinite article in the context where definiteness was required.

Data	Error	Correction	Description
1 (1)	If we want to be <i>a smart people</i>	If we want to be <i>smart people</i>	In the phrase 'a smart people' actually plural form. It should be written without 'a'. So, the correction is 'smart people'
2 (2)	It is very useful	It is very useful	To show something,

---

<sup>79</sup> Heidi Dulay et.al, *Op.Cit.* p.147

	for <i>students</i>	for <i>the students</i>	English people usually use an article. The word 'students' is mentioned in the sentence before, it involves into a specified noun. So, article <i>the</i> is used in this case "It is very useful for the students"
3 (3)	Learning in school is <i>behaved fair</i>	Learning in school is <i>a behaved fair</i>	In the phrase ' behave fair' is unspecified noun. So, article <i>a</i> is used in the phrase "a behave fair"

Based on the data in (1) we can see the identification of error in the first sentence "If we want to be *a smart people*". The error occurred because of using "a" before "people". It is the wrong form. The word "people" is a plural noun. So, "a" must be removed. The correction is "If we want to be *smart people*"

Based on the data in (2) we can see the identification of error in the second sentence "It is very useful for *students*". The error occurred because of "students" is unspecified noun. It should refer to the previous sentence. So, article *the* is used in this case "It is very useful for the students"

Based on the data (3) we can see the identification of error in the third sentence "Learning in school is *behaved fair*". The error occurred



because in the phrase ‘behaved fair’ is unspecified noun. So, article *a* is used in the phrase “a behaved fair”

b. Nominalization

In this type of error, the students failed to identify the use of verb or other word into noun.

Data	Error	Correction	Description
4 (14)	It will make students <i>interesting</i>	It will make students <i>interested</i>	The word ‘interesting’ is not appropriately used in the sentence. It should be ‘interested’
5 (15)	workout than <i>watch TV</i>	workout than <i>watching TV</i>	The word ‘watch’ is not correctly used in the sentence. Because it is noun not verb. So, ‘watching’ is more correctly used.
6 (16)	Or <i>listen to the radio</i>	Or <i>listening to the radio</i>	The word ‘listen’ is not correctly used in the sentence. Because it is noun not verb. So, ‘listening’ is more correctly used.

Based on data in (4) we can see the identification of error in the sentence “It will make students *interesting*”. The error occurred because in the word “interesting” is not correct form. It should be “interested”. It showed that someone had a feeling of interest. So, the correction is “It will make students *interested*”.

Find on data in (5) showed the identification of error in the sentence “workout than *watch TV*”. The error occurred in the use of verb into noun. In the word “watch” is not correctly used in the sentence. It is noun not verb. So, “watching” is more correctly used. The correction is “workout than *watching TV*”.

Based on data in (6) showed the identification of error in the sentence “Or *listen to the radio*”. The error occurred because in the use of verb into noun. In the word “listen” is not correctly used in the sentence. It is noun. So, “listening” is more correctly used. The correction is “Or *listening to the radio*”

c. Number

The student had difficulty in the use of plural noun, so they still did the omission of the plural inflectional suffix (es).

Data	Error	Correction	Description
7 (21)	The students can borrow <i>some book</i>	The students can borrow <i>some books</i>	The phrase ‘some book’ is actually a plural according to the sentence. In English, s/es is actually added to show a plural noun. So, It should be ‘some books’
8 (22)	In reading <i>book</i>	In reading <i>books</i>	The phrase ‘in reading book’ is actually a plural according to the sentence. In English, s/es is actually added to show a plural noun. So,

			It should be 'in reading books'
9 (23)	Many <i>reason</i>	Many <i>reasons</i>	The phrase 'Many reason' is actually a plural according to the sentence. In English, s/es is actually added to show a plural noun. So, It should be 'Many reasons'

Find on data in (7) it showed an error that occurred in the sentence

"The students can borrow *some book*". The phrase 'some book' is actually a plural according to the sentence. "some" is a word that explains an unspecified number or amount of people or things. In English, s/es in a noun is actually added to show a plural noun. So, it should be "The students can borrow *some books*".

Find on data in (8) it indicated an error that occurred in the phrase "In reading *book*". It is actually a plural according to the sentence. In English, s/es is actually added to show a plural noun. So, It should be "In reading books"

Find on data in (9) it showed an error that occurred in the phrase "Many *reason*". It is actually a plural according to the sentence. "Many" is a word which explains a large number of. In English, s/es is actually added to show a plural noun. So, It should be 'Many reasons'

d. Use of Pronouns

The students seldom did this type of error. It involved the substitution of relative pronoun where an incorrect relative pronoun was used instead of the intended.

Data	Error	Correction	Description
10(40)	Library is a <i>place of which</i> students can study	Library is a <i>place of where</i> students can study	In the sentence ‘Library is a <i>place of which</i> students can study’ is not appropriately used in the sentence. It should be ‘Library is a <i>place of where</i> students can study’

Based on data in (10) we can see the identification of error in the sentence “Library is a *place of which* students can study”. The use of *which* is incorrect as it referred to a place. In the context *which* should be used instead of *where*. The correction is “Library is a *place of where* students can study”.

e. Use of Prepositions

In this case, the students was failed to use the correct form of the phrase. They did not know what preposition to use in prepositional phrases.

Data	Error	Correction	Description
11(41)	<i>With</i> the existence of the library in school	<i>By</i> the existence of the library in school	The word ‘with’ is not appropriately used in the sentence. It should be substituted ‘with’ into ‘by’
12(42)	<i>We stop</i> restaurant and	<i>We stop at</i> restaurant and	In the sentence ‘we stop restaurant and have

	have lunch	have lunch	lunch' is not complete. It should be added preposition to be clear sentence. So, the correction is ' we stop at restaurant and have lunch'
13(43)	We <i>drop in</i> mosque to pray	We <i>drop at</i> mosque to pray	The word 'in' is not appropriately used in the sentence. It should be substituted 'in' into 'at'

Based on data in (11) we can see the identification of error in the sentence “*With* the existence of the library in school”. The word ‘with’ is not appropriately used in the sentence. It should be substituted ‘with’ into ‘by’

The data in (12) we can see the identification of error in the sentence “*We stop restaurant* and have lunch”. It is not complete. It should be added preposition to be clear sentence. So, the correction is “we stop at restaurant and have lunch”.

Find on data in (13) we can see the identification of error in the sentence “*We drop in mosque* to pray”. The word “in” is not appropriately used in the sentence. It should be substituted “in” into “at”.

## 2. Verb Phrase

### a. Omission of Verb

Some students found difficulty in the use of verb based on tenses.

Data	Error	Correction	Description
14(50)	<i>Library a place</i> where the students	<i>Library is a</i> <i>place</i> where the students	In nominal sentence, <i>tobe</i> or an <i>auxiliary verb</i> is used to show the tense of the sentence. It is simple present tense. So <i>tobe</i> 'is' is used. It should be 'Library is a place where the students'
15(51)	<i>The second</i> <i>reason</i> teen being more comfortable	<i>The second</i> <i>reason is</i> teen being more comfortable	In nominal sentence, <i>tobe</i> or an <i>auxiliary verb</i> is used to show the tense of the sentence. It is simple present tense. So <i>tobe</i> 'is' is used. It should be ' <i>The second</i> <i>reason is</i> teen being more comfortable'
16(52)	<i>The driver</i> sleepy too	<i>The driver is</i> sleepy too	In nominal sentence, <i>tobe</i> or an <i>auxiliary verb</i> is used to show the tense of the sentence. It is simple present tense. So <i>tobe</i> 'is' is used. It should be 'The driver is sleepy too'

Based on data in (14) we can see the identification of error in the sentence  
“*Library a place* where the students”. In nominal sentence, *tobe* or an  
*auxiliary verb* is used to show the tense of the sentence. It is simple

present tense. So *tobe* 'is' is used. It should be 'Library is a place where the students'

On the data in (15) it showed an error in the sentence "*The second reason teen being more comfortable*". In nominal sentence, *tobe* or an *auxiliary verb* is used to show the tense of the sentence. It is simple present tense. So *tobe* 'is' is used. It should be '*The second reason is teen being more comfortable*'

Based on data in (16) we can see the identification of error in the sentence "*The driver sleepy too*". In nominal sentence, *tobe* or an *auxiliary verb* is used to show the tense of the sentence. It is simple present tense. So *tobe* 'is' is used. It should be 'The driver is sleepy too'

b. Agreement of Subject and Verb

The students could not apply which subject is appropriate with the verb based on the rule.

Data	Error	Correction	Description
17(58)	<i>It give</i> positive activity	<i>It gives</i> positive activity	The sentence beside is formed simple present tense. For the third singular, it uses s/es after the verb. It should be 'It gives positive activity'
18(59)	<i>We can reading</i> books more comfortable	<i>We can read</i> books more comfortable	The sentence beside is formed simple present tense. After using modal 'can' the verb should be verb 1. The correction is 'We can read books

			more comfortable'
19(60)	<i>We can browsing</i> many information in the internet	<i>We can browse</i> many information in the internet	The sentence beside is formed simple present tense. After using modal 'can' the verb should be verb 1. The correction is 'We can browse many information in the internet'

On the data in (17) it showed an error in the sentence “*It give* positive activity”. The error occurred because in the sentence is formed simple present tense. For the third singular, it uses s/es after the verb. It should be “It gives positive activity”

Find on data in (18) it showed an error in the sentence “*We can reading* books more comfortable”. The error occurred because in the sentence is formed simple present tense. After using modal 'can' the verb should be verb 1. The correction is 'We can read books more comfortable'

Find on data in (19) it showed an error in the sentence “*We can browsing* many information in the internet”. The error occurred because in the sentence is formed simple present tense. After using modal 'can' the verb should be verb 1. The correction is 'We can browse many information in the internet'.



### 3. Verb and Verb Construction

It was quite difficult for some students to write in the use of the verb pattern, which was followed by to+V or V.

Data	Error	Correction	Description
20(99)	We go <i>to restaurant to breakfast</i>	We go <i>to restaurant to have breakfast</i>	In the phrase 'restaurant to breakfast' is not complete. After 'to' should be added verb 1. The correction is 'restaurant to have breakfast'
21(100)	I go <i>to library read</i> some books	I go <i>to library to read</i> some books	In the sentence beside is actually an infinitive verb. a verb with word 'to' in front of it. So, it should be 'I go to library to read some books'
22(101)	we are able <i>to online shop buy</i> everything	we are able <i>to online shop to buy</i> everything	In the sentence beside is actually an infinitive verb, a verb with word 'to' in front of it. So, it should be 'we are able to online shop to buy everything'.

Find on data in (20) it showed an error in the sentence "We go *to restaurant to breakfast*". The error occurred because in the phrase 'restaurant to breakfast' is not complete. After 'to' should be added verb 1. The correction is "We go *to restaurant to have breakfast*".

Based on data in (21) we can see the identification of error in the sentence "I go *to library read* some books". The error occurred because it beside is

actually an infinitive verb, a verb with word ‘to’ in front of it. So, it should be ‘I go to library to read some books’

Based on data in (22) we can see the identification of error in the sentence “we are able to online shop buy everything”. The error occurred because it is actually an infinitive verb, a verb with word ‘to’ in front of it. So, it should be ‘we are able to online shop to buy everything’.

#### 4. Word Order

In this type of error, the students were failed in placing noun in noun phrase.

Data	Error	Correction	Description
23(113)	<i>I more take pictures</i>	<i>I took more pictures</i>	The word ‘more’ is not appropriately used in the sentence. Because, it is an adverb. It should be ‘I took more pictures’.
24(114)	At this time, <i>era</i> globalization in the world	At this time, globalization <i>era</i> in the world	The word ‘era’ is not appropriately used in the sentence. Because, it is a noun. It should be put after adjective ‘globalization’. The correction is ‘At this time, globalization era in the world’.
25(115)	A sink to wash <i>dirty all</i> <i>equipment</i> <i>kitchen</i>	A sink to wash <i>dirty all kitchen</i> <i>equipment</i>	The word ‘equipment’ is not appropriately used in the sentence. Because, it is a noun. It should be put after adjective ‘kitchen’. The correction is ‘A sink to wash dirty all kitchen equipment’.

The errors occurred because; English word order is not the same with Indonesian word order. In English, the explaining word is put after the explained word as the different form Indonesian word order that put the explaining word before the explained word like 'uang sekolah' but in English 'school pee'.

Based on data in (23) we can see the identification of error in the sentence "*I more take pictures*". The word 'more' is not appropriately used in the sentence. It is an adverb. It should be 'I took more pictures'.

Based on data in (23) we can see the identification of error in the sentence "At this time, *era globalization* in the world". The word 'era' is not appropriately used in the sentence. Because, it is a noun. It should be put after adjective 'globalization'. The correction is 'At this time, globalization era in the world'.

Based on data in (24) we can see the identification of error in the sentence "A sink to wash *dirty all equipment kitchen*". The word 'equipment' is not appropriately used in the sentence. Because, it is a noun. It should be put after adjective 'kitchen'. The correction is 'A sink to wash dirty all kitchen equipment'.

## 5. Some Transformations

Some students also made other kind of errors related to the transformations that occur are negative transformation and passive transformation.

### a. Negative Transformation

The formation of negative transformation involves the use of auxiliaries *do/does* and auxiliary *be*.

Data	Error	Correction	Description
26(126)	<i>The books not wasting time to talk with friends</i>	<i>The books are not wasting time to talk with friends</i>	In negative verbal sentence, <i>tobe</i> or an <i>auxiliary verb</i> is used to show the form of the sentence. It is present continues tense. So <i>tobe</i> 'is' before not is used. It should be 'The books are not wasting time to talk with friends'.
27(127)	<i>Students not get information more</i>	<i>Students do not get more information</i>	In negative verbal sentence, an <i>auxiliary verb</i> is used to show the form of the sentence. It is simple present tense. So <i>do/does</i> before not is used. It should be 'Students do not get more information'.
28(128)	<i>The user do not tend to waste money and other culture negative</i>	<i>The user does not tend to waste money and other negative culture</i>	In negative verbal sentence, an <i>auxiliary verb</i> is used to show the form of the sentence. It is simple present tense. So <i>do/does</i> before not is used which is appropriate

			with the subject. It should be ‘The user does not tend to waste money and other negative culture’.
--	--	--	--

Data in (26) it showed the identification of error in the sentence “*The books not wasting time to talk with friends*”. In negative verbal sentence, *tobe* or an *auxiliary verb* is used to show the form of the sentence. It is present continues tense. So *tobe* ‘is’ before not is used. It should be ‘The books are not wasting time to talk with friends’.

Data in (27) it showed the identification of error in the sentence “*Students not get information more*”. In negative verbal sentence, an *auxiliary verb* is used to show the form of the sentence. It is simple present tense. So *do/does* before not is used. It should be ‘Students do not get more information’.

Data in (28) it showed the identification of error in the sentence “*The user do not tend to waste money and other culture negative*”. In negative verbal sentence, an *auxiliary verb* is used to show the form of the sentence. It is simple present tense. So *do/does* before not is used which is appropriate with the subject. It should be ‘The user does not tend to waste money and other negative culture’.

b. Passive Transformation

Passive verb form requires the use of auxiliary be and past participle verb form.

Data	Error	Correction	Description
29(129)	<i>Cars should be ban</i> in the city	<i>Cars should be banned</i> in the city	The sentence ‘cars should be ban’ is actually a passive for. It should be written in participle not in simple form. So, the correct one is ‘cars should be banned’
30(130)	<i>At class is limit</i>	<i>At class is limited</i>	The sentence ‘at class is limit’ is actually a passive for. It should be written in participle not in simple form. So, the correct one is ‘at class is limited’
31(131)	<i>Because library is complete</i> with audio visual tools	<i>Because library is completed</i> with audio visual tools	The sentence ‘library is complete’ is actually a passive for. It should be written in participle not in simple form. So, the correct one is ‘library is completed’

Find on data in (29) it showed the identification of error in the sentence “*Cars should be ban* in the city”. The sentence ‘cars should be ban’ is actually a passive for. It should be written in participle not in simple form. So, the correct one is ‘cars should be banned’

Find on data in (29) it showed the identification of error in the sentence “*At class is limit*”. The sentence ‘at class is limit’ is actually a passive for. It should be written in participle not in simple form. So, the correct one is ‘at class is limited’

Find on data in (29) it showed the identification of error in the sentence “*Because library is complete* with audio visual tools”. The sentence ‘library is complete’ is actually a passive for. It should be written in participle not in simple form. So, the correct one is ‘library is completed’

## **B. Proportion (Frequency and Percentage) Students’ Errors in Using Simple Present Tense**

The next step after identifying, classifying, explaining, and correcting students’ errors is quantifying the errors based on the result of computation. As stated in chapter III, the formula used was as follows:

$$P = \frac{F}{N} \times 100 \%$$

Notes:

P: Percentage

F: Frequency of error’s occurrence

N: Number of total errors.

As stated at the previous page, the errors are classified into five types namely noun phrase, verb phrase, verb and verb construction, word order, and some transformations. The distribution of errors in each category and in every type of errors and also percentage will be presented in the following table.

**Table 5**  
**The Proportion of Students' Errors in Using Simple Present Tense in**  
**Analytical Exposition Text**

<b>No</b>	<b>Kind of Errors</b>	<b>Frequency</b>	<b>Percentage</b>
1	Noun Phrase	49	35.51%
2	Verb Phrase	49	35.51%
3	Verb and Verb Construction	15	10.87%
4	Word Order	12	8.7%
5	Some Transformation	13	9.41%
<b>Total</b>		138	100%

Based on the data in Table, the highest students' errors frequency is noun phrase and verb phrase which consist of 35.51% and 35.51%, the second is verb and verb construction which consist 15 errors or 10.87%, then the third is some transformation which consist of 13 errors or 9.41%, and the last is word order which consist of 12 errors or 8.7%.

### **C. Analysis of Sources/Causes**

In preceding explanation, the data were taken from students' questionnaire. The questionnaire session was arranged in addition to the students' writing to elicit background or rationale behind the respondents' individual position on the selected issue. The questionnaire section analyzed and discussed the result of the detected errors in English in statistical measures and percentage. The researcher used sources of errors by Richards. They are Interference, Overgeneralization, Performance error, Markers of transitional competence, Strategy of communication and assimilation, and Teacher-induced error.



Here were the explanations about calculation and interpretation of the data:

**Table 6**  
**The Proportion of the Students' Answer**  
**Based on the Questionnaire**

No	Questions	Yes	No
1	Do you transfer rules from your mother tongue to English?	25.80%	74.20%
2	Do you think you know a lot of rules of English but cannot express it properly through writing?	87.09%	12.91%
3	Are you afraid or shy of other students while writing something in English in the class as instructed by your teacher?	96.77%	3.23%
4	Do you think that errors are important to learn the English language?	80.64%	19.36%
5	Do you try to write in English in the class without considering the grammar correctly?	64.51%	35.49%
6	Does your language teacher engage you in writing activities in classroom?	32.25%	67.75%

Concerning the survey of students' questionnaire focusing on written English, the first question tried to investigate the students transfer their mother tongue to English. The answer was found from the question (1) where 25.80% students think that they transfer their language to the target language was the same grammar. But actually they are different grammar. The cause of this issue is *Interference*. Item no. 2, 87.09% students have an intention to write correctly but in reality, it is not possible for them in the present situation. It is concluded in *Overgeneralization*. The question no.3, where 96.77% because of this less involvement in writing, students might face difficulties while practice. It caused

*Performance error*. The question no.4, 80.64% students expressed their views that they often committed errors in writing English. They were included *Markers of transitional competence*. The question no.5 tried to investigate whether the students write in the classroom without considering the grammar correctly. The answer was found from the fifth question where 64.51% students admit that they did error in writing English. It showed that the cause was included *Strategy of communication and assimilation*. the last question, where 67.75% students think that teaching techniques need to be improved and proper guidance and teaching techniques can help to improve their writing and speaking skills. The cause of this issue is *Teacher-induced error*.

**Table 7**  
**The Proportion of the Causes of the Students' Error**  
**Based on the Questionnaire**

No	Kinds of Causes	Question (Number)	Percentage
1	Interference	1	25.80%
2	Overgeneralization	2	87.09%
3	Performance error	3	96.77%
4	Markers of transitional competence	4	80.64%
5	Strategy of communication and assimilation	5	64.51%
6	Teacher-induced error	6	67.75%

Based on the result of the analysis of the cause showed that the cause of the most widely performed is *Performance Error*. The second cause is *Overgeneralization*. The third cause is *Markers of transitional competence*. The forth cause is *Teacher-induced error*. The fifth cause is *Strategy of communication and assimilation*. And the last is *Interference*.

The data that had been displayed and discussed previously, the result showed that this cause of errors might be caused by their performance error. They had difficulty when they were learning in the classroom between the first and second language. The different systems of both languages make learning become complicated to make a new language. When the student did not understand about the material they did not ask the teacher. Meanwhile, the teacher gave them insufficient explanation about the material. Furthermore, the students seldom practice how to make good sentences based on the rule of the English grammar.

#### **D. Discussion of Finding**

After collecting the data from students' writing task, the errors were identified and classified based on syntax error in linguistic category taxonomy. They are noun phrase, verb phrase, verb and verb construction, word order, and some transformations. After classifying the types of errors and correcting the errors, the frequency was determined.

Based on the result of the research, it found that the highest frequency of errors made by students was noun phrase error and verb phrase error with the

same number, it was 49 items and the percentage (35.51%). It can be conclude that the students made noun phrase error and verb phrase error in the sentences, because they had lack of knowledge. In this case, they did not master the use of them well.

Furthermore, they failed to use the appropriate items in their sentences. In this research, the students committed many errors not only in noun phrase and verb phrase error, but also verb and verb construction error with 15 items and the percentage (10.87%). In this case, it might be that the students had not understood about the use of to infinitive.

Then, from the result of this research also found word order error made by students. The students committed 12 items in word order error with percentage (8.7%). In this case, it might be that the students have understood about the correct order of the word. The last, the students committed 13 items in some transformations error with percentage (9.41%). In this case, the students were supposed to change the sentences into the right form.

Based on, the data have been displayed and discussed previously; the result showed that this kind of error might be caused by their performance error. In this case, the students did not practice much in using English, so the reason they made error was in performance error with the percentage 96.77%. Another possibility that caused error was because the rules of the target language. It was called interference with percentage (25.80%)

Another cause of students' error was overgeneralization with percentage 87.09%. It caused the mother tongue of the student interference in learning the target language. While, markers of transitional competence had with percentage 80.64%. Another cause was strategy of communication and assimilation with percentage 64.51%. The last cause was teacher induced error with percentage 67.75%. it happened because the teacher did not do appropriate method in teaching and learning process.



## CHAPTER V

### CONCLUSION AND SUGGESTION

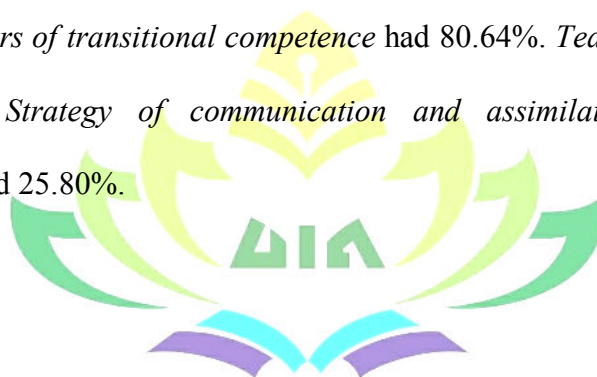
#### A. Conclusion

The main objectives of this study were to analyze the students' errors in dealing with simple present tense by the eleventh grade of SMA N 4 Bandar Lampung in the academic year 2017/2018. After analyzing the students' errors, the researcher found the dominant errors. Based on the fourth chapter, the researcher found that there were 138 errors made by the students.

The researcher classified the errors into five categories. They were *noun phrase*, *verb phrase*, *verb-and-verb construction*, *word order* and *some transformations*. Almost all students made such errors. The researcher divided *noun phrase* into five groups of errors, they were *determiner*, *nominalization*, *number*, *use of pronouns*, and *use of prepositions*. While in *verb phrase* was divided into two groups of errors, they are *omission of verb* and *agreement of subject and verb*. Then *verb-and-verb construction* and *word order*. The last was *some transformations*. It was divided into two groups of errors; they were *negative transformation* and *passive transformation*. It can be seen that *noun phrase error* and *verb phrase error* made by the students had the same percentage. It was 35.51% for each kind of errors. *Verb and verb construction*

*errors* were 10.87%. While *some transformation errors* were only 9.41% and *word order errors* were 8.7%.

The researcher also found the causes of the students' error by using questionnaire. The researcher used six sources of error by Richards. They were *Interference*, *Overgeneralization*, *Performance error*, *Markers of transitional competence*, *Strategy of communication and assimilation*, and *Teacher-induced error*. Then the researcher made some questions to know the causes of students' errors, each cause was made one question. The students made the dominant causes of errors in dealing *performance error*. It can be seen that *performance error* had the highest percentage; they were 96.77%. *Overgeneralization* had 87.09%. *Markers of transitional competence* had 80.64%. *Teacher-induced error* had 67.75%. *Strategy of communication and assimilation* had 64.51%. *Interference* had 25.80%.



## **B. Suggestion**

Based on the finding of this research, some suggestions would be given by the researcher than can be cited as follows:

### **1. The English Teacher**

The suggestion was given the English teacher that the teacher should not ignore the students' errors. If it is possible, the teacher should give proper correction on them by using appropriate error strategies. Even though the

teachers were not one of the causes of the errors, the researcher demanded that the teachers provided the methods in learning and teaching process.

## 2. The Students

The occurring of the errors showed that the students' writing abilities and especially their mastering of grammatical structures were less. It happened because the students did not learn English well and practice it less. Because of those, the researcher suggested that the students can improve their writing abilities and their mastering grammatical structures, learn them hard and practice the more whether in the classes or out the classes, because learning English basically is practice.

## 3. The Other Researcher

The suggestion was given to the other researchers who conduct further researcher with the same object and different perspective in other grammatical English. Because, many students still were lack of knowledge about grammar. It can be used as the input for improvement of the language teaching



## REFERENCES

- Azar, Betty Schramper. 2005. *Understanding and Using English Grammar*. New Jersey: Prentice Hall.
- Bashir, Mahrukh. 2017. *Inggris SMA/MA/SMK/MAK Kelas XI*. Jakarta: Kementrian Pendidikan dan Kebudayaan.
- Beneveniste, Emile. 1971. *Problems in General Linguistics*. Paris: University of Miami Press.
- Bogdan, Robert C and Sari Knopp Biklen. 2007. *Qualitative Research for Education: An Introduction to Theory and Methods 5<sup>th</sup> Ed*. New York: Pearson A&B.
- Brown, H. Douglas. 1980. *Principles of Language Learning and Teaching*. White Plains, New York: Prentice-Hall Inc.
- \_\_\_\_\_. 2000. *Principles of Language Learning and Teaching*. Englewood Cliffs: Addition Wesley Longman, Inc
- Bustomi, Ahmad. 2009. *An Error Analysis On Students' Descriptive Writing: (A Case Study on Student of Harapan Jaya Senior High School at Cipondoh, Tangerang*. Jakarta: State Islamic University Syarif Hidayatullah
- Comrie, Bernard. 1995. *Aspect: An Introduction to the Study of Verbal Aspect Related Problem*. Cambridge: Cambridge University Press.
- Crystal, D. 1987. *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press.
- Dewi, Puspa. 2012. *Improving Students' Ability to Write Analytical Exposition Text Using Youtube's Video*. Surakarta: Sebelas Maret University.
- Dulay, Heidi C. , et.al. 1982. *Language Two*. New York: Oxford University Press.
- Ellis, Rod. 1997. *Second Language Acquisition*. New York: Oxford University Press.
- Foddy, William. 1993. *Constructing Questions for Interviews and Questionnaires*. Cambridge: Cambridge University Press.
- Fraenkel, Jack R. 2009. *How to Design and evaluate Research in Education*. New York: McGraw-Hill.

- Greenbaum, Sidney and Gerald Nelson. 2002. *An Introduction to English Grammar 2<sup>nd</sup> Ed*, London: Pearson Education Limited.
- Grenville, Kate. 2001. *Writing from Start to Finish: A Six-Step Guide*. Crows Nest-Australia: National Library of Australia.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching 3rd Edition*. London: Longman
- Hasyim, Sunardi. 2002. *Error Analysis in the Teaching of English*. Surabaya: Petra Christian University.
- Heigham, Juanita and Robert A. Croker. 2009. *Qualitative Research in Applied Linguistics*. Great Britain: Palgrave Macmillan.
- Hewings, Martin. 2001. *Advanced Grammar in Use: A Self-Study Reference and Practice Book for Advanced Learning of English with Answer*. Jakarta: Erlangga.
- James, Carl. 1998. *Errors in Language Learning and Use; Exploring Error Analysis*. London and Newyork: Addison Wesley Longman Limited.
- King, Stephen. 1999. *On Writing : A Memoir of the Craft*. New York, Simon and Schuster.
- Kroeger, Paul R. 2005. *Analyzing Grammar An Introduction*, (Cambridge: Cambridge University Press.
- Norrish, J. 1987. *Language Learning and their Errors*. London: Macmillan Publisher Ltd.
- Purpura, James E. 2004. *Assesing Grammar*. United Kingdom: Cambridge University Press
- Richards, J.C. 1973. *Error Analysis*. London: Longman
- Richard, Jack. 1971. *Error Analysis and Second Language Strategies*. Canada : Department of Linguistics University Laval.
- Riyanto, Slamet, Leila N H and Emilia N H. 2009. *A Complete Grammar for TOEFL Preparation*. Bandung: Pustaka Pelajar.

- Rohmah, Laela Hayati. 2017. *An Error Analysis of Using Simple Present Tense in Descriptive Written by The Tenth Grade Students of MAN 1 Surakarta Academis Year 2015/2016*. Surakarta: The State Islamic Institue of Surakarta.
- Saugi, Muhammad. 2014. *An Analysis on Errors Made by Learners in Forming Irregular Plural Form*. Jakarta: State Islamic University of Syarif Hidayatulloh.
- Schreiber, James B. and Kimberly Asner-Self. 2011. *Educational Research*. USA: John Wiley & Sons.
- Schulte, Joachim. 1992. *Wiigenstein : An Introduction Suny Series In Philosopy*. United States of America: State University of New York Press.
- Seidman, Irving. 2006. *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences 3rd Ed*. Amsterdam Avenue: Teachers College Press.
- Sekaran, Uma. 2003. *Research Methods for Business: A Skill Building Approach 4<sup>th</sup> Ed*. the Unites States of America: John Wiley and Sons, Inc.
- Sudjiono, Anas. 2008. *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo Persada.
- Sugiyono. 2005. *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- \_\_\_\_\_. 2008. *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- \_\_\_\_\_. 2015. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Suryadi and Junaida. 2011. *Complete English Grammar*. Yogyakarta: Pustaka Belajar.
- Tarigan, Hendri Guntur and Djago Tarigan. 2011. *Pengajaran Analysis Kesalahan Berbahasa*. Bandung: Angkasa.
- Wills, Mark R. 1999. *Dealing with Difficult People in the Library*. Chicago and London: ALA Editions of the American Library Association.

**Internet Source:**

Jali Nomfundo Mali, *A Gendre-Based Approach to Writing Across the Curriculum in Isixhosa in The Cape Peninsula Schools.* Avalaible at <http://etd.sun.ac.za/bitstream/10019/673/1.Mali-Jali,%20N.pdf>. Retrieved August 19<sup>th</sup> 2018

